EMERGENT: JOURNAL OF EDUCATIONAL DISCOVERIES AND LIFELONG LEARNING (EJEDL)

ISSN: 2776-0995 Volume 2, Issue 4, April, 2021

ICT IN LANGUAGE LEARNING

Boltayeva Durdona Bahadirovna
Uzbekistan state world Languages University

Annotation
The article considers about mastering this or that information technology in language learning process. There are analyzed why to use them, how to take advantage of the new opportunities offered by these technologies, and how to make effective use of new technologies, especially in the field of education and language training.

Keywords: challenge of learning, role of information technology, education system, various areas of human activity, stages of learning and cognition.

In fact, society is now faced with the challenge of learning to use the computer properly, optimally, and harmlessly throughout the education system. The role of information technology is very important in today's industrial society, today they play a central role in the process of intellectualizing the society, developing its education system and culture.

Their widespread use in various areas of human activity aims to get to know them as early as possible, starting with the early stages of learning and cognition. The education system and science are one of the objects of the process of computerization of society. Computerization of education, due to the peculiarities of the educational process, requires a detailed examination of the technologies used in computerization and their possible spread. In addition, the desire to actively use modern information technologies in the field of education should improve the level and quality of training of specialists.

The "testing" of information technology used in education should be aimed at fulfilling the following tasks:

• ensuring and developing the student's thinking sequence;

• assist in all types of cognitive activities in education, development and consolidation of skills and competencies;

• implement the principle of individualization of the teaching process while maintaining integrity.

Therefore, it is not enough to master this or that information technology. It is important to use functions and capabilities that are able to guarantee the solution of the above tasks to some extent. The active policy of computer hardware and software manufacturers, especially in the cloning of personal computers, and of telecommunications services companies, means that in today's information society, people cannot work without computers. However, most users cannot answer the simple question, "What new and useful things have computer technology brought to his life?"

One thing is clear: the use of these technologies alone requires significant material costs.

But why use them, how to take advantage of the new opportunities offered by these technologies, and how to make effective use of new technologies, especially in the field of education, in education and training? Even education experts in developed countries cannot answer these questions equally and cannot assess the impact of the use of computers and information technology on education. This is despite the fact that their computers in the education system are used much longer and more efficiently than ours. Experts around the world are still unanimously saying that the use of computers in this area of human activity has created more problems than solved. Here we are talking about the process related to the use of information technology in the teaching process, and not about organizing and assisting the learning process.

The main problems that arise in this case are:

• how the process of automation can change;

• how to build a computer-aided learning process;

• which part of the teaching material and in what form it is presented and implemented using a computer;

• assessing the level of knowledge mastery, combining skills and capacities;

• which information technologies to use for the performance of pedagogical and didactic tasks.

To transfer the course to computer learning technology, the teacher who has set the course must have a good methodology not only about the subject area, have knowledge of the systemization of knowledge, and be well versed in the possibilities of information technology, and also to find out what kind of didactic device the computer supports. In addition, he or she should receive information about those technical measures and software, both during the development of practical programs and the associated learning process. No one can do that, of course.

A computer can only be used as a learning tool if there is a suitable program. The use of IT in education and training is ultimately in the development and use of educational programs. The peculiarity of this type of software product is that, together with the computer program, it must collect the didactic and methodological experience of the subject teacher, the relevance and accuracy of the information content of a particular academic discipline, as well as the meeting.

The requirements of the educational standard and at the same time the possibility to use it for the independent work of the learner and in the educational process. The education system makes a lot of software to assist in the education process. This can include databases, traditional information and reference systems, reservoirs (storage) of all information, including images and video), computer training programs and training management programs.

The current stage of teaching computer technology in the educational process is to use the computer systematically, from the first lesson to the last, in a systematic way, rather than episodically. The main problem in this case is the method of automation of the course, which the trainee should master. Either a complete restructuring and orientation can be created to create new automated courses, or a methodology can be introduced with the course's partial computer support. In other words, we are talking about some form of computer support for the learning process.

Currently, the practice of using computer technology in education reflects two trends:

• the use of industrial universal computer programs designed to solve practical and scientific problems of various subjects and adapted to academic disciplines;

• the use of curricula specifically designed for curricula and the implementation of appropriate methods established by the inventors.

With a sufficient qualification in the field of new information technologies, the original version of the computer skills and the training program with the systems used, as well as libraries of typical graphic fragments prepared by specialists for general orientation fragment design and libraries of teaching materials, adaptations to the special curriculum (maintaining the high quality of the original product) will be in the power of individual teachers and small creative teams.

The goal of the change is to create automated courses to ensure personalization and mastery for each student. There is now a trend for commercial companies to invest heavily in the technology chains of multimedia devices to fill the market for educational software products, and in some cases teachers and educators in schools for educational purposes poorly or completely unknown.

Schoolchildren and students can master and use them. However, whether such a "computer manual" corresponds to a particular subject or course program, as well as how it should be used in the educational process conducted at a particular school, is often both the principal and the principal of the educational institution, and more, the teacher knows. They will only accept a curriculum developed or recommended by their peers as an aid to the learning process.

However, professional teachers and methodologists, like commercial companies, do not have the technical capabilities to create the necessary and useful software from their point of view to the learning process. Therefore, we need a system for the development of computerized courses, a system for the training and retraining of teachers who, with the support of the state, can use information technology to use computer education technology and, in parallel, computer science. Thus, the combination of information technology and education - these two trends - must be the basis for addressing human interests and the challenges facing the 21st century and humanity. In view of the above, a new promising topic is emerging: "Information technology in education".

This area includes intellectual education systems, open education, distance learning and information education environments. On the one hand, this area is closely linked

to pedagogical and psychological problems, on the other hand with results achieved in scientific and technical fields such as telecommunication technologies and networks, computer systems for processing, visualizing information and interacting with people, artificial intelligence, automated systems for modeling complex processes; automated decision-making systems, structural synthesis and more.

Literature

1. Kupriyanov M. Didactic tools of new educational technologies // Higher education in Russia. 2001. №3.
2. Modern humanitarian university - the center of new educational technologies // Education. 2007. №1.
3. Tikhomirov V., Rubin Y, Samoilov V. The quality of teaching in a virtual environment: computer technologies in teaching // Higher education in Russia. 1999. №6.